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ABSTRACT

One in a series of Native American instructional materials, this booklet introduces elementary students to the tribes of the woodland culture area, extending from the Mississippi River to the Atlantic Ocean and from Florida to the Great Lakes. Written in simple language, the booklet provides an overview of the regional culture, as well as, information about specific tribal customs and leaders. Background information covers the regional climate, the importance of farming, the design of the wigwam and birchbark canoe, the first Thanksgiving, the economic and ceremonial uses of corn, fur trading, the Iroquois Confederacy, the Cherokee Alphabet, and the efforts of Shawnee Chief Tecumseh to unite the Indians of the Great Lakes area. Student activities include constructing a model wigwam and canoe (patterns and instructions are provided), producing a Seneca legend in play form, and discussing questions such as why the colonists admired the Iroquois Confederacy. Evaluation questions assess student ability to describe the woodland culture area and compare it with the plains, desert, and coastal Indian cultures covered by other booklets in this series. The text refers to films and books containing related information. (JH)

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NATIVE AMERICAN CURRICULUM SERIES

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- GENERAL INFORMATION ABOUT NATIVE AMERICANS
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- PLAINS CULTURE AREA
- COASTAL CULTURE AREA
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The Woodland Culture Area extends from east of the Mississippi River to the Atlantic Ocean and from the Great Lakes to Florida. The climate in this area is seasonal with warm summers and cold winters in the north, and warmer temperatures in the south. Thick forests covered much of the area before the coming of the white settlers. Rainfall is moderate and there are many lakes and rivers.

The people of the Woodland were known as hunters and farmers. They cultivated the three main crops of corn, squash, and beans. They lived in farming communities and some had highly-organized systems of government.

Some of the tribes in this culture area are:

The Iroquois Nation:

Mohawk	MO-hawk
Seneca	SEN-e-ka
Cayuga	ky-YOU-ga
Onondaga	on-on-DAH-ga
Oneida	o-NY-da

The Five Civilized Tribes:

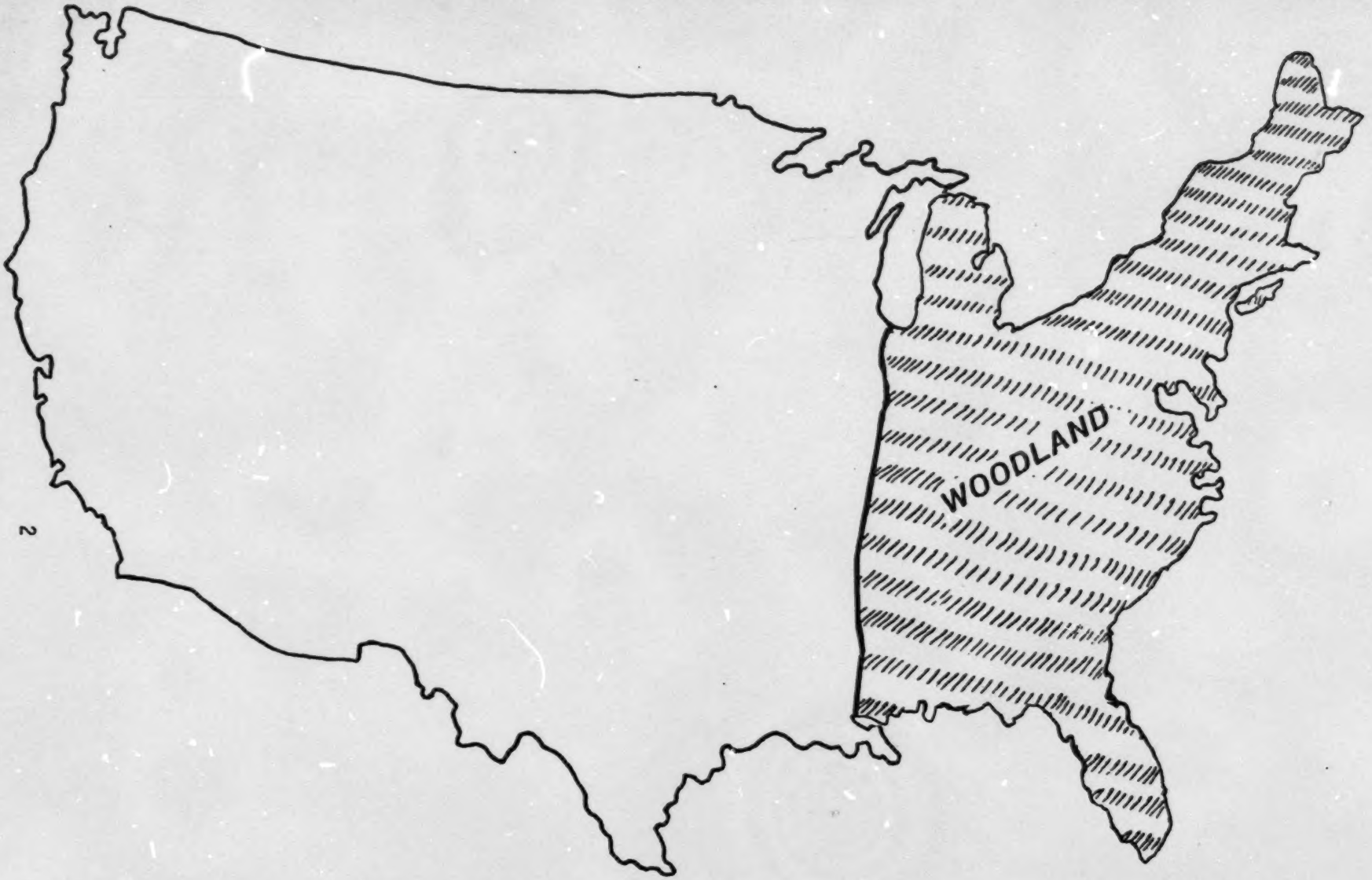
Cherokee	CHAIR-o-kee
Choctaw	CHOC-taw
Chickasaw	CHIK-a-saw
Creek	CREEK
Seminole	SEM-i-nole

Chippewa (Ojibwa)	O-JIB-way
Wampanoag	wam-pa-NO-ag
Pequot	PEE-kwot
Shawnee	shaw-NEE
Pemaquid	PEM-a-kwid
Abnaki	ab-NAH-key
Delaware	DEL-a-ware
Massachussetts	mass-a-CHOO-sets

Locate these tribes on the map included in the General Information Kit.

View the filmstrip "Woodland Indians"

Complete your culture chart on this area as the information is presented.



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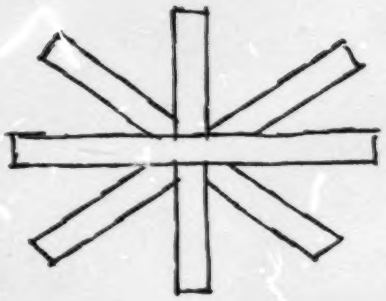
Some Indian tribes in the woodland culture area, such as the Ojibwa, lived in dwellings called wigwams. These were usually dome-shaped houses with a framework of ironwood poles stuck into the ground and bent inward, with their tops tied together. This frame was then covered with birchbark or woven grass mats. A moose-hide often hung across the doorway. The term "wigwam" is an Abnaki word meaning "house." You can make a wigwam using the directions on the next page.

Other tribes in the woodlands, such as the people of the Iroquois Nation, lived in dwellings called lodges or longhouses. These were built of poles and bark like wigwams but were long and rectangular in shape. Unlike the wigwam, which was for a single family, the Iroquois longhouse could shelter from five to twenty families.

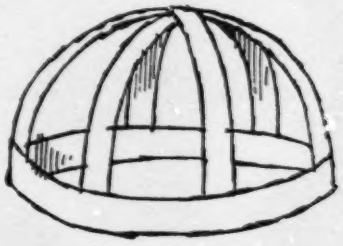
HOW TO MAKE A MODEL OF A WOODLAND WIGWAM:

First cut four strips of construction paper ½ inch wide and 11 inches long. Cut one strip ½ inch wide and 18 inches long. These will be the poles for the frame.

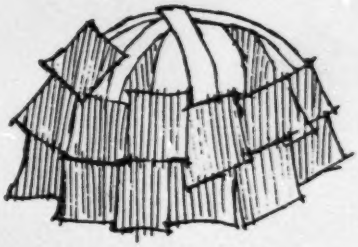


Cross the four 11-inch strips in the middle and paste each strip where it crosses. Make a circle with the long strip and paste the ends together.

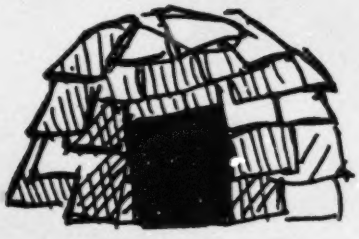
Paste each of the loose ends of the crossed strips to the inside of the circle. This makes the frame for the wigwam.



Next, crumple up some brown wrapping paper, and smooth it out. This will be the "bark" for the outside of the wigwam. Tear it into 1½ inch squares. Paste a row of squares all the way around the bottom. Make the squares overlap a little. Paste another row of squares above that, overlapping those on the first row. Keep doing this until the frame is completely covered with squares.



Cut a door in the wigwam.



When the Pilgrims landed on the rocky eastern shores of Cape Cod in 1620, there were people waiting to greet them. These were Pemaquid, Wampanoag, and Massachusetts Indians from the woodland culture area. An Indian named Samoset was among the first to welcome them. They helped the Pilgrims as they struggled to adapt to this new land, and it is believed that the newcomers would not have survived that first winter without them. A Wampanoag Indian named Squanto taught the Pilgrims how to plant maize (corn) and showed them where to hunt for wild game in the unfamiliar forests. The Indians always had their own feast of Thanksgiving in the fall of the year. The next fall, they were invited to join the Pilgrims in celebrating their first Thanksgiving. About 90 clan leaders and their families attended this event, bringing the majority of the food. The Pilgrims had much to be thankful for--and were especially thankful for the help and kindness of the Indians who had welcomed them.

Discuss: This time of mutual friendship was relatively short-lived. What do you think happened to end it?

Why do Americans always think of Indians at Thanksgiving time?

What do you think would have happened if the Indians had not helped the Pilgrims?

Read more about Squanto and find out why he could already speak English when the Pilgrims arrived.

Corn was a very important crop for the people of the northeast woodlands. It was the main food and was eaten at every meal. There were many varieties of corn--white, blue, yellow and red. White corn was used a great deal. (See the sample kernels in the kit.)

Some of the corn was dried to preserve it and keep it for food through the winter months. Dried corn could be made into a food called hominy. To make hominy, the dried corn was soaked in a mixture of water and ashes for two days. When kernels had puffed up and split open, they were drained and rinsed in cold water. Then the hominy was stir-fried over a fire. You can buy canned hominy in most grocery stores. Perhaps someone in your class would like to bring some for everyone to sample.

Corn was often ground into corn meal, using wooden mortars and pestles. The mortars were made of short logs which were turned upright and hollowed out on the top end. The corn was put in the hollow part and ground by pounding up and down with a long piece of wood which was rounded on both ends. This was called a pestle.

Corn meal could be used to make cornbread, corn pudding, corn soup, or could be mixed with beans to make succotash. A special dessert was made by boiling corn meal and maple syrup.

All parts of the corn plant were used. Northing was thrown away. The husks were braided and woven to make masks, moccasins, sleeping mats, baskets, and cornhusk dolls. Corncobs were used for fuel, to make darts for a game, and were tied onto a stick to make a rattle for ceremonies.

Corn was unknown to the Europeans before they met the Indians. The Indians gave them the seeds and taught them how to grow it. Today in the U.S.A., more farm land is used to grow corn (60 million acres) than any other grain.

Some of the people of the northeastern woodlands formed a group that was similar to the United Nations of today. It was called the Iroquois Confederacy or the League of Five Nations. The nations in the confederacy were the Onondaga, Mohawk, Seneca, Oneida, and the Cayuga. Later another tribe, the Tuscarora, joined to make Six Nations. They called themselves "Ongwanonsiouni" or "People of the Extended Lodge." The Seneca were guardians of the "western door," the Mohawks the "eastern door" and the Onondaga, in the center, were the keepers of the council fire and the wampum belt treaties.

The original League of the Iroquois was formed in the late 1500's by the great Mohawk chief, Hiawatha.* Each tribe was to keep its independence but was to act with the others for the good of all.

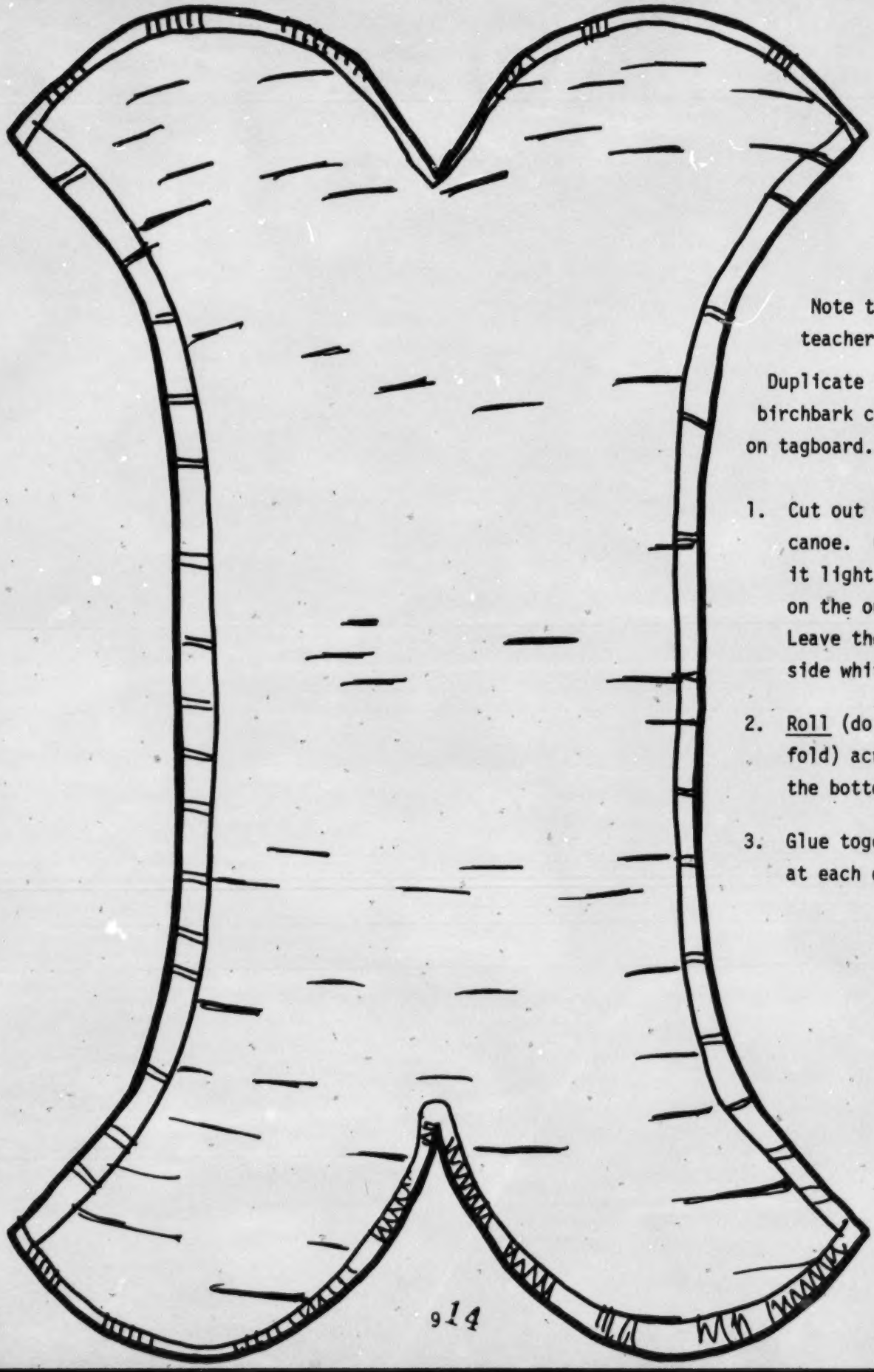
War could not be declared without the vote of all the tribes. These ideas were greatly admired by the new colonists, and later served as a basis for the Constitution of the United States.

Although they are citizens of the United States, the Iroquois still consider themselves a separate Nation. When the United States declared war on Germany in 1917, the Iroquois sent a runner in traditional war dress to Washington D. C. with the message that the Iroquois Nation, too, was declaring war on Germany.

*Note: Longfellow's poem "Hiawatha" confuses the real Hiawatha with a Chippewa deity. As a result, nothing in the poem relates in any way to the great Mohawk leader.

View the filmstrip "Hiawatha - Father of a Democracy." (Walt Disney Ed. Media Co.)
Discuss the ideas shown.
Why do you think the colonists admired the League of the Iroquois?

Birch bark was used in many ways by the people of the woodland culture area. The bark of the white birch tree was peeled off a tree in sheets during spring and early summer. Then it was rolled inside out and weighted down with heavy rocks. To make a birchbark canoe, the bark was laced together down the bow with strips of basswood bark. The brown side of the bark was turned toward the outside of canoes and buckets because it was stronger than the white side and did not peel as easily. Both the Iroquois and the Chippewa also used bark to make their dwellings.



Note to teacher:

Duplicate this birchbark canoe on tagboard.

1. Cut out the canoe. Color it light brown. on the outside. Leave the inside white.
2. Roll (do not fold) across the bottom.
3. Glue together at each end.

A Cherokee Indian named Sequoyah (se kwoi´yah) invented a special alphabet for his tribe's language so that it could be written down. This was an amazing feat for one person to accomplish in such a short time. By 1828, thousands of Cherokees had learned to read and write using this alphabet, and they even began publishing their own weekly newspaper called "The Phoenix" (see the excerpt on the next page.) The giant redwood trees in California have been named after this famous man.

Here is the Cherokee alphabet and a few words which you can learn how to say:

Cherokee Alphabet.

Da	Re	Ti	Do	Ou	iv
Sga Oka	Fge	Ygi	Ago	Jgu	Egv
Vha	Phe	Dhi	Fho	Γhu	Ghv
Wla	Sle	Fli	Glo	Mlu	Alv
Sma	Ome	Hmi	Jmo	Ymu	
Θna thna Gnah	Λne	hni	Zno	qnu	Onv
Tqua	Wque	Pqui	Vquo	Wquu	Equv
Usa ow s	4se	Bsi	Fso	Ssu	Rsv
Lda Wta	Sde Tte	Jdi Jti	Vdo	Sdu	Pdv
Odla Ltla	Ltle	Ctli	Jtlo	Ptlu	Ptlv
Gtsa	Vtse	htsi	Ktso	Jtsu	Ctsv
Gwa	Wwe	Owi	Owo	Jwu	Gwv
Wya	Bye	Jyi	hyo	Gyu	Byv

Hello.	ꭰᏏᏩ	Ō' -si-yō'
How are you?	Ꮩ.ᎫᏧ	Dtō-hī:'-tsu?
Fine.	ᎣᏫᏓ	Ō:-s-da'
Thank you.	GV	Wa -dō'

Note: The Cherokee people belong to a group called the Five Civilized Tribes. They were given this name because of their achievements in many areas, such as the development of the alphabet above.

Sample page from "The Phoenix" Newspaper.

CWY Dosfoy.

Cwy dar dwi jostey sfwwa. $1.00 jwwa i hwir jwwey wwwi wwdw hwt. Cwwe dwe jwwfey ay .00, dwwi hwdw hwtw hwt.

LFI CWY'S DhBOW OWFFWO. OWVWBBO, Jwwh 25 1896.

DhBOW DOJEY.

Jwwey Wwwwy Gwo. Jwwwwdw.

Vwwi Bwwdwo.
Jwwh 8, 1896.

hwi owwwjwwy hwt.

Owh dwwiwow jwwwy dwwdwwt.i hwwdwi dwwdwwdwo ty dwiy hwdwwh dwwwwwwy wwy twwwwy dwwwwwwo dwwwwwt.

Owjjw to bwwwdwo ty twwwo hwwdwwwwy hwwwwwwwwy dwwwwwwwwy, dwwwwwwww

On the following pages you will find a woodland legend about why animals and people can no longer talk to each other. The legend comes from the Seneca tribe, which is part of the Iroquois Nation. This legend has been rewritten for you in the form of a play. You may want to read this story in parts as a radio drama or you may make puppets for each of the characters and put on a puppet show. Be sure to give your two Iroquois puppets the correct type of clothing for their culture area. (Look at the filmstrip or books in the kit to find pictures of Iroquois people.)

WHY ANIMALS CAN NO LONGER TALK WITH MAN

CAST:

NARRATOR	OTTER	DOG	WOLF
FIRST IROQUOIS	BEAVER	BEAR	HORSE
SECOND IROQUOIS	FOX	PANTHER	GREAT SPIRIT

NARRATOR: The Iroquois tell a legend of long ago when animals could still talk to man. They worked and played together in peace and happiness. They sat together at every Council Fire and were good friends.

FIRST IROQUOIS: We are not as wise as you, our animal friends. Can you help us learn to live from the land as you do?

ANIMALS: Yes, yes--we will help you.

OTTER: (Pointing towards water) Here is where you catch the pike.

BEAVER: I'll show you how to use sticks to build houses to keep out the rain and cold. (Bear and Wolf move towards the Iroquois.)

BEAR: Come with us.

WOLF: We will teach you to follow the Forest trails.

PANTHER: Follow me, there are many places to hide in the Forest and this you should know too.

HORSE: You must learn to run swiftly, and I will be happy to teach you.

DOG: I will teach you to listen carefully to the sounds in the Forest.

SECOND IROQUOIS: Brother Fox, can you show us how to be cunning?

FOX: Yes, yes--I will share all my secrets with you.

NARRATOR: After a while, Man had learned everything the animals could teach him. Then the animals became frightened. They thought that Man had become so strong he no longer needed their help and might try to harm them. One harvest moon, when the Iroquois were fast asleep, the animals broke the rules of friendship. Secretly, they called a great Council Fire. All the animals came and sat in a circle around the fire. Jealous Wolf was the first to speak.

WOLF: Man has become our enemy. We can no longer trust him. Let's rush into the villages and kill them all.

PANTHER: Yes, hurry, we must go and kill them tonight!

BEAR: No--we have been friends and so we must give Man a chance to fight. I say we challenge him to an open war.

BEAVER: No!! We should wait until the Winter Moon comes, and tear down his houses at night. Then they will all freeze.

FOX: I have a better idea. Why don't we pretend to be friends, and then secretly strip their cornfields while they sleep? Then they will all starve.

HORSE: Listen my friends. We have always been brothers with Man. We must not harm them now. Why not invite them on a great harvest expedition? We can lead them so far away that they will never return.

DOG: Has not Man always helped us? Have we not been treated as brothers? If this war comes, I shall go with Man.

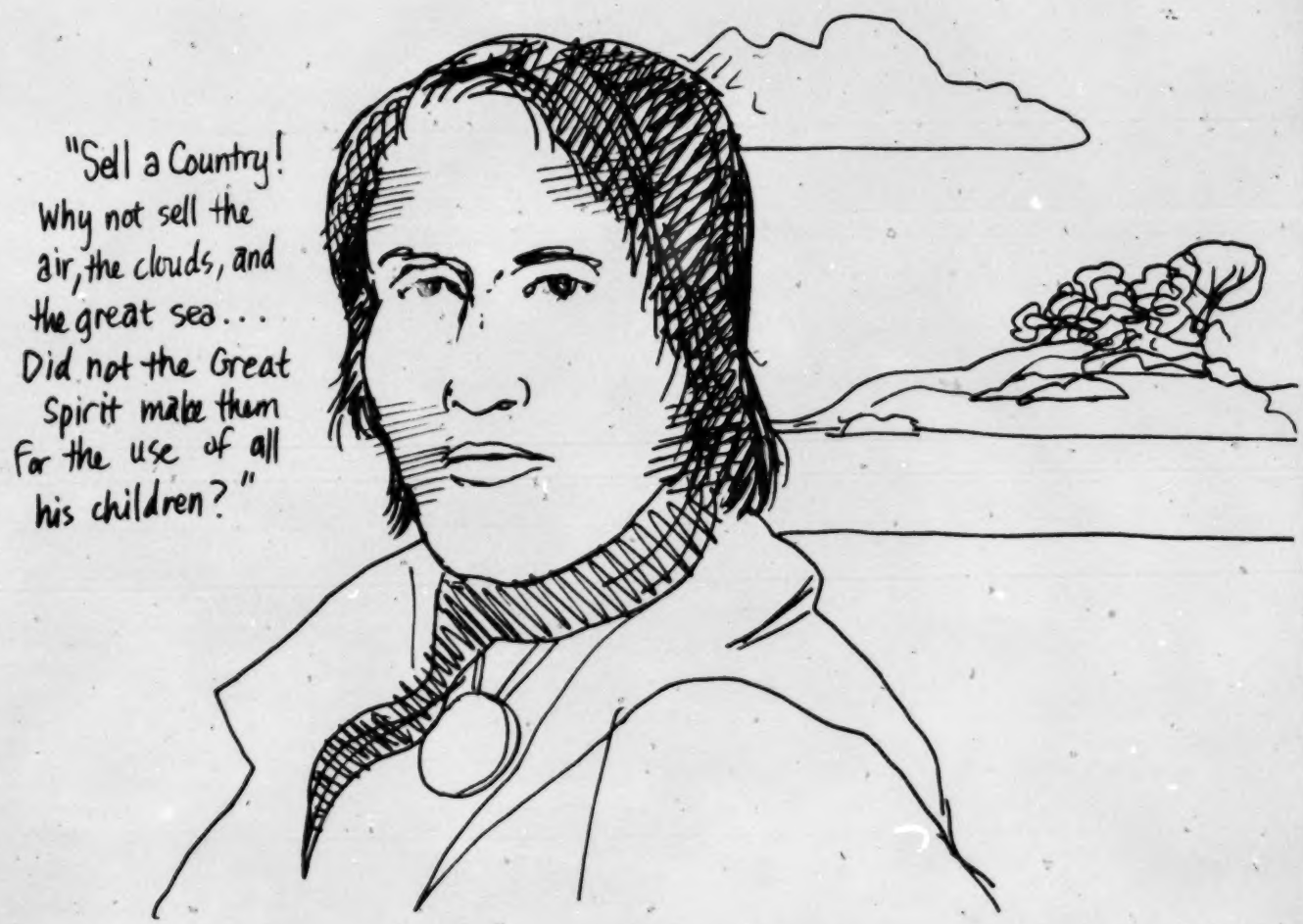
NARRATOR: Louder and louder rose the argument until it reached the ears of Ha-wen-nē'-yu, the Great Spirit. The Great Spirit was sad to hear the animals speaking so unkindly, so he came to Earth to let them know how disappointed he was with them.

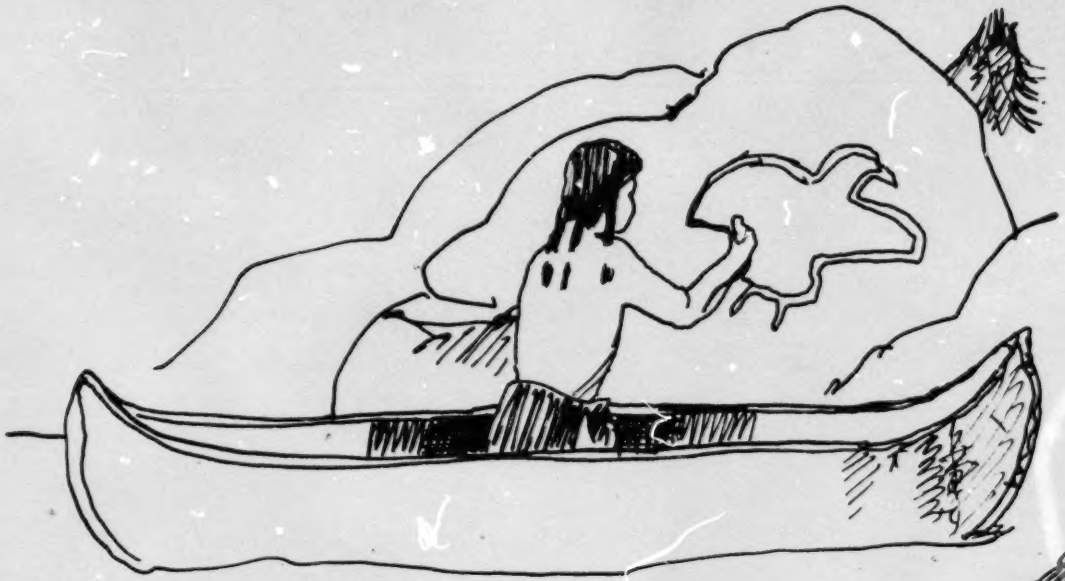
GREAT SPIRIT: (Each animal comes forward as the Great Spirit speaks to them.) You have broken the friendship of the Council Fire! As a punishment, never again can you speak with Man as brothers. Man will no longer be your friend. Beaver, because of your heartless plan, your fur will be sought to keep Man warm. Traps and snares will be set for you, Fox, Bear and Wolf. Panther, you will be counted as an enemy, and will be fought in open battle by Man. Horse, because you remembered your old friendship, you will continue to understand Man, even though you will be unable to talk to him. Dog, you also have broken the law of the Council fire, but because of your loyal friendship you will understand Man's words and you will always be welcome in his homes. You will guard his children and will be called his friend.

NARRATOR: This is why the animals can no longer talk with Man. And this is why today, Horse and Dog can understand every word that Man says, even though they cannot answer.

Tecumseh (tĕ come´ sĕ) was a Shawnee chief from the woodland culture area. He was born in 1768 in what is now Ohio, and his name meant "sleeping star." He was a highly respected leader who tried to unite all the Indians in the Great Lakes area and form a separate Indian state, to protect Indian land from being taken by the white people. He visited tribes all across the eastern part of the country, explaining his idea and trying to bring them together. He had great influence among many tribes and came close to succeeding in his mission before his death in 1813.

Read and find out more about Tecumseh. Tell what you think would have happened if he had been able to form a separate Indian state in the United States.


"Sell a Country! Why not sell the air, the clouds, and the great sea... Did not the Great Spirit make them For the use of all his children?"

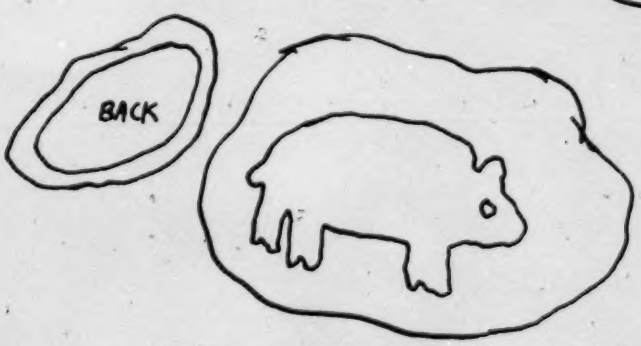


1. Paint your picture and let it dry.

ROCK PAINTINGS

Many years ago the Ojibwa people painted pictures of plants and animals on the rocks. You can make rock paintings by following the steps listed.

2. Varnish it.



3. Glue felt to the back of the rock.

Long ago, many Indians in the Woodland culture area brought in furs and animal pelts to Trading Posts where they could exchange them for other goods. Here is an actual price list from one of those trading posts.

FORT LOOKOUT TRADING POST

1824

One good horse	2 Beaver pelts
Axe	2 Beaver pelts
Copper Kettle	2½ Beaver pelts
Scissors	½ Beaver pelts
Blanket	2-6 Beaver pelts
1 doz. thimbles	1 Beaver pelts
British gun	18 Beaver pelts

How would this list be priced today in dollars and cents?

Make up some math story problems to go with this price list. Include some problems that ask how much profit the trader made. Exchange your story problems with someone else in your class and solve each other's problems.

The white trader bought British guns for $7.00 each. He traded one gun to the Indians in exchange for 18 beaver pelts. He sold those pelts for $75.00 in the Orient. Who came out ahead? Who lost? Do you think this was a fair trading practice?

EVALUATION QUESTIONS

1. Briefly describe this culture area in your own words. Include food, clothing, shelter, and art.

2. Name three tribes from this culture area.

3. In what part of the United States is this culture area located?

4. Tell one way in which this culture area is <u>different</u> from another one you have studied.

5. What was the League of the Iroquois?

6. Who invented the Cherokee alphabet?

7. Write two letters of this alphabet.

8. Who was Tecumsah and what did he try to do?

9. Tell three ways the Woodland people used corn.

10. How did the Woodland people make their canoes?

11. What is the difference between a wigwam and a longhouse?